

workers to be sent to work at Ground Zero immediately after the September 11th terrorist attacks. Mr. Carson has sent me heart-wrenching pictures of the twisted metal that show the depth of the tragedy and the danger of the rescue work. But that danger has not deterred any of the workers who have been involved in the rescue, and now recovery, effort.

Ever since the tragedy occurred, IUOE, and the Hazmat Center, have played a major role in the rescue and recovery effort. In fact, Mr. Carson has been coordinating the Hazmat workers' activities based out of a command post trailer parked on the right field warning track of a baseball field near Stuyvesant High School.

Today, Mr. Carson sent me an article from the New York Daily News. The article describes how Mr. Carson "has been handing out respirators, hardhats and protective vests since the attacks."

The workers' health has come into question as the long weeks pass since the attacks. They have developed a cough that doctors refer to as the "World Trade Center cough." Don Carson and IUOE's Hazmat Center are trying to tackle this. They are working with the Occupational Safety and Health Administration and the New York City Department of Health (DOH) to conduct a respirator fit test and orientation for all workers assigned to Ground Zero. The workers must have a DOH sticker affixed to the credentials in order to work in the Red Zone.

After the workers take their respirator fit test, they will be given an American flag hard hat.

The News article notes that these workers "battle constant danger, fumes and fatigue, as well as their own emotions. 'Our guys have seen things that God never intended,'" said Bobby Gray, 46, the union's master mechanic. "But they soldier through."

The IUOE workers have "pulled bodies from the rubble, cleared hills of jagged steel and recovered million of dollars in gold bullion trapped under the fallen towers."

The farther down the workers go below ground level, the more dangerous it gets. They must drill 8-inch cables into the concrete retaining wall—the "bathtub wall"—that circles the World Trade Center site to make sure it is anchored to the bedrock.

If the "bathtub wall" would burst, the Hudson River would rush in and flood the site. But the IUOE workers press on, risking this incredible danger as they drill the holes.

The News article follows the IUOE workers' tasks as they operate "twenty five cranes, 75 excavators and countless front-loaders, pay-loaders and machine drills." For example, crane operator Steve Nolan operates a 438-foot crane, navigating a one-and-one-half ton man-basket from inside the rig's cab.

"A crane like this is not to be run by the seat of your pants," Nolan said. "If you have an oops" on a job like this people are dead."

"Even when I'm wrecking a building, it's usually a happy job because we are replacing it with something new," said Steve Nolan. "When I sit in the crane, I ask myself. 'What kind of sick hatred could do this?'"

NORTH CAROLINA'S ELECTRIC CO-OPERATIVES STRENGTHENING PUBLIC SCHOOLS

HON. BOB ETHERIDGE

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 13, 2001

Mr. ETHERIDGE. Mr. Speaker, I rise today to take this opportunity to recognize a great partnership of the public school system and private sector in my congressional district in North Carolina, "Bright Ideas." Bright Ideas is sponsored by North Carolina's 27 electric cooperatives. Each cooperative and their statewide association, the North Carolina Association of Electric Cooperatives, make grants directly to classroom teachers. Bright Ideas allows teachers with imagination and creativity to go the extra mile and, of course, students and the educational process are the ultimate beneficiaries.

As a democratic nation, we enjoy and cherish unmatched rights and freedom. We are a land where individuals, regardless of background and circumstances of birth, can aspire to do great things. We need more "Bright Ideas," not only in North Carolina but also throughout the nation. And we must make sure there is no pulling back, no reduction of support for our public schools as a result of the crises we face. It would be yet another tragedy if we somehow lost sight of our priorities and our public schools suffered. The Greek philosopher, Aristotle said 2500 years ago that, "The fate of empires depends on the education of youth." As we work to ensure a secure future for our nation in light of unprecedented assaults on our way of life, it is important to remember this fact.

During these uncertain times we must not lose sight of education as the foundation of our democratic and free society. We invest in our people by investing in our public education system. As we fight to preserve our way of life, public education—that solid rock upon which our society is built—absolutely must remain a top priority. And support must continue to come from both the public and private sectors.

North Carolina's electric cooperatives are as committed to the public schools and to North Carolina's classroom teachers as they were in 1994 when they made their first Bright Ideas grant. Since then, the cooperatives have made almost \$2.5 million in Bright Ideas grants to classroom teachers all across North Carolina to encourage creative instruction. This year alone they have budgeted almost \$400,000 for grants. The North Carolina Association of Electric Cooperatives and the 27 local cooperatives are providing the funds.

Bright Ideas projects are designed to spark the imagination of students through hands-on projects and to make learning experiences exciting, enjoyable and rewarding. In 2001, hundreds of North Carolina classrooms will become "Bright Ideas Classrooms," and 70,000 students will have unique educational experiences that would not have been possible without this investment from the private sector.

When I am asked, "What can we do to help improve public school education?" I often point to Bright Ideas as an example. This one program says a lot about the impact companies and organizations can have with a modest investment in our public schools and good

teaching. Creative partnerships are desperately needed in most school systems to provide laboratory and telecommunications equipment, extra-classroom experiences, resources for athletic teams and bands who often receive little public funding, and grants for classrooms teachers, such as those North Carolina's electric cooperatives provide through "Bright Ideas."

Bright Ideas is not a one-size-fits-all grant program. It is unique because it begins in the classroom where teachers and students put their heads together and devise their own learning initiatives. Then the teacher asks the cooperatives to fund the project they have devised.

Our President has urged us to not allow our lives to be further disrupted by the September 11 tragedies. I would add that while doing that we should make sure that our priorities remain firm. Former president Lyndon Johnson, who faced tremendous challenges during his administration, said, "At the desk where I sit, I have learned one great truth. The answer for all our national problems—the answer for all the problems of the world—comes to a single word. The word is 'education.'"

Continue to focus on improving public education. One great way to do that is to encourage public-private partnerships such as the Bright Ideas program in North Carolina that our electric cooperatives have initiated and, working closely with teachers, made so effective.

America's future is bright, and one reason is Bright Ideas. I salute North Carolina's electric cooperatives for their continuing commitment to this program that enhances teaching in our public school classrooms, and I commend Bright Ideas.

HONORING COMMANDER VINCENT WILCZYNSKI

HON. ROB SIMMONS

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, November 13, 2001

Mr. SIMMONS. Mr. Speaker, I rise to honor and pay tribute to Commander Vincent Wilczynski, an Associate Professor of Mechanical Engineering at the U.S. Coast Guard Academy in New London, Connecticut. A resident of Old Lyme, he is a Commander in the U.S. Coast Guard, an educator, an administrator and civic leader in our community.

Joined by various members of the U.S. Coast Guard Academy, the U.S. Coast Guard, friends, and family, he was honored today by the Council for Advancement and Support of Education and the Carnegie Foundation who recognized CDR Wilczynski's achievements throughout the years by honoring him with the "2001 Professor of the Year for a Baccalaureate Institution" award presented at the National Press Club. He was chosen from a group of over 400 extremely qualified nominees.

CDR Wilczynski is a 1983 U.S. Coast Guard Academy graduate, and received his masters and doctorate degrees from Massachusetts Institute of Technology and Catholic University. He has served in the Department of Engineering for the United States Coast Guard Academy for almost nine years. During this time he has introduced innovative and creative techniques to the classrooms and laboratories. He